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The effect of cognitive complexity and assimilative projection on preference for the definitive or extensive role in an elaborative choice situation.

Sheila. Clyne
University of Windsor

THE EFFECT OF COGNITIVE COMPLEXITY AND ASSIMILATIVE PROJECTION ON PREFERENCE FOR THE DEFINITIVE OR EXTENSIVE ROLE IN AN ELABORATIVE CHOICE SITUATION

By

Sheila Clyne

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PREFACE

I would like to express my gratitude to Dr. H. Minton whose support and advice made possible the completion of this thesis. I am especially grateful to Dr. J. R. Adams-Webber both for his patience during my undergraduate work in developing the research skills necessary to attempt this thesis, and for his guidance throughout its development and completion. Also, I would like to express my appreciation to Dr. Whitehurst for his highly supportive attitude which made this work so much more enjoyable. Finally, I should like to thank Dr. M. Morf and M. Starr for their contributions.

ABSTRACT

Changes in cognitive complexity and assimilative projection across changing social role perspectives were studied by instructing 78 female undergraduate students to complete repertory grids from three different social role perspectives--the present perspective, the mother perspective, and the careerwoman perspective. It was predicted that: cognitively complex, as opposed to cognitively simple, subjects would retain both higher complexity scores and lower assimilative projection scores across all three perspectives; and cognitively simple subjects would tend to choose the definitive over the extensive role significantly more often.

Changes in cognitive complexity indicated that changing social role perspective did alter significantly the number of similarities or differences which the individual used to describe others. It did not, however, alter her basic tendency to construe in terms of similarities or differences. Assimilative projection was not only higher for cognitively simple subjects, as was predicted, but it was also more variable for cognitively simple subjects. This finding was interpreted as indicating that cognitively simple subjects are more easily influenced by external stimuli and, therefore, in order to meet the expectations of others, change roles more often.

Finally, both assimilative projection and cognitive complexity were found to be poor predictors of direction of choice, that is, towards the definitive or extensive roles. This result was interpreted

as indicating both that it is not possible to designate roles as extensive or definitive for all subjects and that the importance of the preemption stage in the decision-making situation must be assessed.

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Chapter 1

INTRODUCTION

This study was designed in order to assess the cognitive changes which take place in an individual who is in the process of making a role choice. Kelly (1955) defined "role" as "a psychological process based upon the role player's construction of aspects of the construction systems of those with whom he attempts to join in a social enterprise"(p. 97). Stated more simply, a role is a mode of social behaviour developed by an individual to deal with that individual's understanding of other people's expectations of him. Since these expectations tend to change at times throughout his life, the individual must also change his role. To the extent to which the person adopts the socially expected role, he will meet with acceptance and approval, and will be more likely to be successful in his new role. If, on the other hand, the individual adopts a role which is somewhat deviant from expected social norms, he will experience disapproval and stress, and be more likely to fail in it. Consider, for example, a child entering the classroom situation. If he readily adopts the expected role of student, he will meet with positive and supportive conditions and be more likely to be successful as a student. On the other hand, the child who refuses to conform sufficiently will meet with punishing conditions which will likely lead to failure.

The way in which an individual construes others' expectations of him may determine how socially acceptable will be the role he

assumes. A child who finds that to fulfill his teachers' expectations of him will force him to become more like his father whom he dislikes greatly, is far more likely to adopt a deviant role in this situation than is a child who sees more positive relationships in the school setting.

Basically, then, the way in which the individual sees himself as changing in relation to other important persons in his life as a result of this role-change situation, may be an important determinant of the role he adopts. Kelly (1955), in his Personal Construct Theory, developed a model of cognitive changes that occur during decisions involving the self. This model may be extended to include the decision involved in a role choice situation. A brief summary of Personal Construct Theory, including the decision-making model, follows.

PERSONAL CONSTRUCT THEORY

Personal Construct Theory, as it was introduced by Kelly (1955;1969), and summarized by Adams-Webber (1970), Pervin (1970), and Bannister and Fransella (1971), is based on two primary assumptions. The first of these states that each individual "formulates in his own way, constructs through which he views the world of events" (Kelly, 1955, p. 12), and is constantly seeking to test, revise, and extend those constructs in order to increase his accuracy and range of prediction. The second assumption is contained in the philosophical position of "constructive alternativism";

"All our present interpretations of the universe are subject to revision or replacement" (Kelly, 1955, p. 15). Both assumptions are entailed in Kelly's (1955) Fundamental Postulate: "A person's processes are psychologically channelized by the ways in which he anticipates events" (p. 46).

Eleven corollaries, derived from this postulate, elaborate the structure and functioning of the anticipatory system. A description of these corollaries follows.

Each individual evolves a network of interrelated constructs which he uses both to predict recurring themes in passing events, by means of construing their replications, and to assess the accuracy of his predictions after the events have occurred, thereby testing their predictive efficiency (Construction Corollary). The basic structural unit of this system is the personal construct which may be defined as a bipolar dimension of judgement, for example, "good-bad" (Dichotomy Corollary).

Within this system of dichotomies the individual defines himself and his life upon one or the other alternatives represented by each of the dichotomous constructs; that is, he places relative values upon the ends or his dichotomies. These values could be described as designating the "preferred" and the "non-preferred" poles of the construct; that is, that end of the construct which the individual uses most frequently to describe both himself and others constitutes the preferred pole.

The personal nature of the construct system is emphasized;

that is, each individual construes events differently than all other individuals (Individuality Corollary). This individuality of construction does not, however, preclude the possibility that two individuals may have very similar construct systems. In fact, the degree of similarity between the construction systems of two or more individuals may be described as an index of the similarity of their psychological processes; that is, the more similar their constructions of experience, the more similar will be the systems by means of which they construct their reality (Commonality Corollary). In a social process, the degree to which one individual can interact successfully with another is limited by his ability to construe accurately the construction system of the other individual (Sociality Corollary).

Each individual's construct system consists of a finite number of hierarchically organized constructs, each of which may be superordinate, subordinate, or both (Organization Corollary). A superordinate construct can subsume one or more subordinate constructs; for example, the superordinate construct "good-bad" may subsume the subordinate construct "intelligent-stupid" implying that events construed as "intelligent" are also "good" and events construed as "stupid" are also "bad". However, because a superordinate construct can subsume more than one subordinate construct, and can, therefore, be applied to a wider range of events, the reverse of the above relationship may not hold; for example, one may meaningfully describe "apple pie" as "good" but not as "intelligent". Apple pie

may then be considered to lie outside the "range of convenience" of the construct "intelligent-stupid". This range of convenience is described as the range of events to which a construct may be meaningfully applied (Range Corollary).

Superordinate constructs and their subsumed subordinate constructs may develop into subsystems within the larger construct system. In fact, Adams-Webber (1969a) proposed that the normal course of development for the personal construct system involves: "the progressive differentiation of the system into relatively independent, internally organized subsystems within the overall system as an operational whole" (p. 36). An individual may, for example, develop one subsystem which he uses to construe members of his family, and a second subsystem which he uses to deal with individuals other than his family. Because two or more such subsystems may have a similar range of convenience, even though they appear to be incompatible with each other, the individual may employ each of them successively in similar situations (Fragmentation Corollary); for example, when given the opportunity to safely pocket a desired article, the individual may in one instance refuse the opportunity, using a morality-based subsystem as a reason for his lack of action. Another time, he may avail himself of the opportunity, invoking a subsystem based on economic survival and inflation as his rationale.

"A person's construction system varies as he successively construes the replication of events" (Kelly, 1955, p. 72; Experience Corollary), but the amount by which the system can vary is limited by the permeability of the constructs within whose range of

convenience new elements, not yet construed within its framework, lie (Modulation Corollary). By such inclusion of new constructs, the permeable construct may show a tendency to shift slightly occassionally, but usually to a minimal degree. There are, of course, relative degrees of permeability; that is, some constructs will admit new ones only if they are very similar to those already encompassed by it. Permeable constructs are therefore, less easily disrupted by unexpected minor daily events.

At times, the individual may have to make a choice between the two poles of a construct. Kelly (1955) calls this the "elaborative choice" and compares it to the choice an individual may make between adventure and security. By putting up with a degree of uncertainty, the individual may be able to extend his construct system to include more events. On the other hand, the individual may choose to constrict his view and make more precisely predictable a narrower range of events. Whichever choice he makes, it is assumed that he will favour that side of the dichotomy which will allow him the greater possibility for the elaboration of his construct system (Choice Corollary).

This concept of elaborative choice may be extended to include the choice between subsystems, in particular, that subsystem which the individual has developed to name and describe himself--his "role". Many roles carry with them a number of expectations including socially recognised norms regarding behaviour, dress, speech, opinions, etc., which an individual usually assumes when he adopts the role. This means that he will place a positive or

preferential weighting on those ends of role-related constructs which support the social expectations of some aspect of his role. This increases the likelihood that, in future, he will act in accordance with that end of this construct. A negative or non-preferential value is placed upon the opposite end of the construct, thereby reducing the probability that in future situations he will act in accordance with that end of this construct. This weighting, which is continued throughout the subsystem, increases the individual's predictive ability over those events subsumed under this subsystem. He has now gained "self-control" or "poise"; that is, he is able to predict his own behaviour in a specific situation. He has also gained "social control"; that is, because others will be more accepting of a person who fulfills their expectations of his role, he will be more able to predict how they will react to him in a specific situation.

There are times in an individual's life, however, when changing expectations and/or social circumstances force him to change his role, for example, when starting school, a new job, getting married, retiring, etc. The individual must then make choices regarding what role he will play. Will he be a good student or a poor one? Will he be a faithful employee or push for reforms? As with the choice between construct poles, his alternatives in this choice situation consist of the definitive and the extensive roles. That role which is most similar to the one he has recently been playing may be considered to be the definitive role, that is, this new role can be

largely subsumed by the defining subsystem developed for his previous role. There will be few changes either in the constructs comprising the system, or in the preferential weighting of them. A minimum of uncertainty would be encountered in adopting this role because the individual would simply be construing this situation as similar to the former one. The extensive role, on the other hand, will extend beyond the present role-defining subsystem, and will, therefore, introduce a degree of change into his construct system. By construing this situation as different from the former one, the individual allows both a degree of predictive uncertainty to enter into his system and the possibility for increasing the range of events comprehensively encompassed by his construct system.

In making decisions in which the self is involved, for example, the decision between roles, the CPC (circumspection-preemption-control) Cycle is useful in describing the cognitive processes of the individual. Kelly (1955) defined the CPC Cycle as: "A sequence of construction involving, in succession, circumspection, preemption, and control, and leading to a choice which precipitates the person into a particular situation" (p. 515). In the circumspection stage, the individual views the issue from different perspectives, and considers the changes each would cause to his construct system. In the preemption stage, he selects out the most important issue upon which he will finally base his decision and disregards the relevancy of all the other issues that may be involved. Then, in the control phase, the person makes his decision as to his acceptance of the definitive or extensive role. In this study, factors operating in

the circumspection stage of the CPC Cycle will be studied to determine their influence on the final decision. These factors may be studied by means of Repertory Grid Technique.

REPERTORY GRID TECHNIQUE

Repertory Grid Technique was introduced by Kelly (1955; 1969), and summarized by Bonarius (1965), Bannister and Mair (1966), and Slater (1969). It is a type of cognitive sorting task designed to obtain a representative sample of the personal constructs which the subject uses in construing and predicting behaviour. Twenty-two role titles of persons (figures) who play an important part in the life of the subject, for example, mother, boss, a person you just met and would like to know better, etc., are sorted by the subject on the basis of 22 personal constructs elicited from the subject himself. These constructs and figures are cast into a grid matrix with the role figures forming columns across the top and personal constructs in parallel rows down the right side, and a separate cell for each row and column intersect. When sorting the figures according to each of the personal constructs, if the subject describes a particular figure by the "emergent" pole, that is, that pole which embraces most of the immediately perceived context, for example, "good" of the construct "good-bad", then a tick is placed in the cell intersect for that construct and figure. If, on the other hand, the subject describes the person by the "implicit" pole of that construct, that is, that pole of the construct which embraces the contrasting context to the emergent pole, for example, "bad", the

intersect cell is left blank. This technique provides the experimenter with both a sample of the subject's constructs, and the necessary data to describe the pattern of interrelationships between them.

RESEARCH IN COGNITIVE COMPLEXITY

A major focus of research in Repertory Grid Technique has been concerned with the concept of "cognitive complexity" which was introduced into Personal Construct Theory by Bieri (1955) and summarized by Crockett (1965), and Streufert and Fromkin (1972). Complexity has been defined as "the tendency to construe social behaviour in a multidimensional way, such that a more cognitively complex individual has available a more versatile system for perceiving the behaviour of others than does a less cognitively complex person" (Bieri, 1966, p. 14). In order to obtain a mathematical measure of the degree to which individuals differentiate between a series of their acquaintances, Adams-Webber (1967; 1969b) instructed subjects to sort a number of their personal acquaintances according to a series of personal constructs elicited from them. The pattern of checks and voids in each row was compared with every other row, and the subject was assigned an AMR (Average Match between Rows) score according to the degree of differentiation with which he applied the constructs. Subjects who showed a high degree of differentiation were described as relatively cognitively complex, while those who showed a low degree of differentiation were described as relatively cognitively simple.

Crockett (1965) employed a simpler, but more subjective measure

of complexity. He instructed each subject to write three-minute descriptions of eight persons, known personally to him, half of whom were older, and half of the same age, half liked and half disliked, and half male and half female; for example, an older man you like, a woman of the same age whom you dislike, etc. The number of constructs used by each subject in the eight descriptions was totalled and employed as a measure of the complexity of that individual. A test-retest reliability of +.95 was established for this measure.

Bieri (1955a; 1955b; 1961; 1966) investigated the relationship between cognitive complexity and accuracy of interpersonal judgement. It was hypothesized that cognitively complex subjects would be more accurate in predicting the behaviour of others in a social situation because of the wider range of constructs on which to base their predictions. While little support was obtained for this hypothesis, Bieri did report that cognitively simple subjects tended to perceive significantly more similarities, accurate as well as inaccurate, between themselves and others than did cognitively complex persons. Cognitively complex persons, on the other hand, tended to perceive significantly more accurate differences between themselves and others than did cognitively simple individuals. This means that on a repertory grid, cognitively simple subjects consistently describe more figures by one pole of a construct than by its opposite; that is, they tend to describe the figures on the grid in terms of similarities. Cognitively complex subjects, on the other hand, tend to allocate figures to construct poles in a more balanced manner; that is, they perceive more differences between the figures

on the grid than do cognitively simple subjects. This tendency towards unequal allocation has been called "maldistribution" and refers to the average degree to which an individual's allocation of elements to construct poles in a repertory grid deviates from a fifty-fifty split. An individual may, for example, sort eight figures on a grid by describing five of them by the positive pole and three of them by the negative pole. This construct is maldistributed, then, because it deviates from an equal allocation of four figures to each pole.

Cochran (1975) developed a measure of complexity based upon maldistribution. It basically involves determining the ratio of similarity to difference judgements performed by an individual on a repertory grid, and comparing that value to the values which would have been obtained if the subject had allocated the elements equally. The differences between the two values obtained is an indication of the degree of maldistribution in the grid.

Benjafield and Adams-Webber (1975), in order to study the effects of changing perspectives on the patterns of constructions of individuals, instructed subjects to complete repertory grids from different self-image perspectives--the ideal self, the real self, the private self, and the self as others see me. This same strategy may be applied to the study of changing social role perspectives with the exception that subjects will complete the grids from different social role perspectives--the present role perspective, the definitive role perspective and the extensive role perspective--as formerly defined.

Cameron (1947) proposed that individuals tend to perceive others as being similar to themselves. This concept is called "assimilative projection" and is measured on a repertory grid by computing the mean number of matches between the "self" column and each of the other columns in turn. Jones (1954) reported a test-retest reliability of .86 for this measure. Later, Boucher and Osgood (1968) reported that assimilative projection was in the positive direction; that is, subjects tend to apply positive adjectives to significantly more figures on a grid than their negative opposites. This finding was called the "Pollyanna Hypothesis". Recently, Benjafield and Adams-Webber (1975) found a significant positive correlation between maldistribution and assimilative projection; that is, subjects with highly maldistributed grids in a positive direction also tend to have high assimilative projection scores. Benjafield and Adams-Webber also reported, consistent with the findings of Hauser and Shapiro (1973), that when maldistributed subjects completed grids from different self-image perspectives, their assimilative projection scores varied to a greater extent than those of subjects with more balanced grids.

Since cognitive complexity has been previously defined in terms of an individual's cognitive orientation towards the perception of differences between figures on a grid, and maldistribution has been defined in terms of the individual's description of the majority of figures on the grid in terms of similarities, therefore, it follows that maldistribution will be higher for cognitively

simple individuals than for cognitively complex persons. Also, assimilative projection, which was also shown to be positively correlated with maldistribution, will be higher for cognitively simple persons.

HYPOTHESES

The first hypothesis of this study concerns the relationship between cognitive complexity and changing social role perspective. It is predicted that: (a) cognitively complex subjects will retain higher complexity scores than cognitively simple subjects across all three role perspectives; (b) because the extensive role is, by definition, that role which is least similar to the present perspective, subjects assuming this perspective will be forced to construe more often in terms of differences than they would from their present perspective. Therefore, both cognitively complex subjects and cognitively simple subjects will have higher complexity scores from the extensive role perspective than from either of the other two perspectives; and (c) cognitively simple subjects will show the lowest complexity scores of the study from the definitive role perspective and cognitively complex subjects will show the highest complexity scores of the study from the extensive role perspective.

The second hypothesis of the study concerns the relationship between assimilative projection, cognitive complexity and changing social role perspective. It is predicted that: (a) cognitively simple subjects will retain significantly higher assimilative projection scores than cognitively complex subjects across all

three social role perspectives; and (c) cognitively simple subjects will have the highest assimilative projection scores of the study from the definitive role perspective, and cognitively complex subjects will have the lowest assimilative projection scores of the study from the extensive role perspective.

The third hypothesis of this study deals with the direction of decision the individual will make, that is, his preference for the extensive or definitive role. Radley (1974) reported a significant positive relationship between maldistribution and anxiety as measured by the Taylor Manifest Anxiety Scale. In Personal Construct Theory (Kelly, 1955), anxiety is described as cognitive disorganization or uncertainty. Maldistribution was described by Radley as the attempt of the individual to defend against uncertainty by forcing the majority of figures under the positive pole of his constructs thus simplifying his constructions about others--almost all of them are "like me" and are "good"--and avoiding uncertainty.

The extensive choice in an elaborative choice situation was previously described as including a degree of uncertainty as the necessary accompaniment to the extension of the individual's construct system. The definitive choice, on the other hand, was described as that choice which avoided uncertainty by subsuming new events under the presently functioning construct system. Therefore, because cognitive simplicity was previously shown to be highly correlated with maldistribution, it is predicted that cognitively simple subjects will tend to prefer the definitive role choice significantly more than the elaborative role choice.

In order to study the effects of the factors outlined above on the subject's preference for the definitive or elaborative social role, a group of first-year university women were asked to indicate their preferences for the roles of careerwoman and mother. Since this choice has been given a great deal of attention, it may be presumed that it is a meaningful one for them. They were asked to complete three repertory grids, one from each perspective, the present role perspective, the mother perspective and the career-woman perspective. This was considered to represent the circumspection stage of the CPC Cycle in which subjects mentally try on for size each of the alternative perspectives to determine the degree of change that would have to take place if they were to adopt one of them. Then, they were asked to rate the likelihood of their adopting each of the two prospective roles sometime in the future. In this particular choice situation, the role of mother, being the socially accepted, traditional female role, was designated as the definitive role, because little change of construction would be required to subsume it. The role of careerwoman was designated as the extensive role choice, since a great deal of change would be required to subsume it.

Chapter II

METHOD

OVERVIEW:

A self-administration form of Kelly's (1955) Repertory Grid Technique was administered to 78 female, unmarried students enrolled in introductory psychology classes at the University of Windsor. Each student completed three repertory grids, one from each of three social role perspectives--the present perspective, the mother perspective and the careerwoman perspective.

Measures of cognitive complexity and assimilative projection were computed for each grid from each social role perspective, and subjects assigned to either the cognitively complex or the cognitively simple group according to their complexity scores. A 3 x 2 analysis of variance with repeated measures was then computed for both the cognitive complexity (complexity x role perspective), and the assimilative projection (assimilative projection x role perspective) data. (The model for this type of analysis is given in Winer, 1971, pp. 518-539).

Finally, a *t* test was used to test for the preference of cognitively simple subjects for the mother role over the careerwoman role.

MEASURES:

Cognitive complexity was assessed by means of a technique developed by Cochran (1975). In this method, each row of the grid is considered separately. In order to complete a row containing

12 cells, an individual must make a total of 66, that is, C_2^{12},[1] judgements of similarity and difference in allocating figures to poles of the construct for that row. If the row is balanced, that is, if he allocates six figures to each pole of the construct, he has made 15, that is, C_2^6, judgements of similarity for both the positive and the negative poles, and 36, that is, 66 total - 30 similarity, judgements of difference . If, instead, the row had been unbalanced, for example, if the subject had allocated nine figures to the positive pole and three to the negative pole, the same computational procedure is followed, but the result is a lower number of difference judgements (27). This number would then be subtracted from 36 (the largest possible number of difference judgements), squared, and added to the other 11 difference scores, one for each row, to yield the total complexity score for that grid. Each complexity score, then, will be based upon 12 squared deviations. Each subject completed three complexity scores, one from each social role perspective.

Assimilative projection was measured by comparing the "self" column on each repertory grid to each of the other columns in turn, and then dividing by the number of figures, in this case, 12.

Role preference was assessed by having the subject circle one number on each of two 7-point scales (+3--very likely-- to -3--very unlikely) indicating the likelihood of their adopting each of the two prospective social roles of mother and careerwoman.

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[1] 12 elements combined two at a time.

PROCEDURE

Subjects completed three identical self-administration forms of Kelly's (1955) Repertory Grid Technique, once each from the present perspective, the careerwoman perspective and the mother perspective. They were tested either singly or in small groups of up to six, depending upon the time they arrived.

Twelve role descriptions from Kelly's original list of 19 were used to elicit the first names of twelve acquaintances that played an important part in the subject's life: (1) your mother, or the person who has played the part of a mother in your life; (2) your closest girlfriend; (3) your boyfriend or husband; (4) a person you find most difficult to understand; (5) a person with whom you are most uncomfortable; (6) a person with whom you are associated who for some reason does not like you; (7) a person you met recently and would like to get to know better; (8) a teacher you like, or the teacher of a subject you like; (9) a teacher whose point of view you find most objectionable; (10) your father, or the person who played the part of a father in your life; (11) a person of the same sex who was once your friend, but who has now disappointed you; (12) yourself. These names were placed in columns across the top of the grid. A cutout allowed the names to be visible for all three grids (see Appendix A).

In rows down the right side of the grid were placed the same 12 bipolar adjectives as those used by War and Coffman (1970), Adams-Webber and Benjafield (1974), and Benjafield and Adams-Webber

(1975), to study changes in self-image perspective: (1) fair-unfair; (2) soft-hard; (3) excitable-calm; (4) unpleasant-pleasant; (5) bold-timid; (6) lethargic-energetic; (7) rugged-delicate; (8) weak-strong; (9) true-false; (10) cruel-kind; (11) active-passive; (12) dull-sharp. Each of the semantic differential components of connotative meaning (Osgood, Suci, and Tannenbaum, 1957) were represented by four constructs: Evaluation--fair-unfair, unpleasant-pleasant, true-false, and kind-cruel; activity--excitable-calm, energetic-lethargic, active-passive, and sharp-dull; potency--hard-soft, bold-timid, rugged-delicate, and strong-weak. The order of presentation of positive and negative adjectives was systematically varied. War and Coffman showed that these 12 constructs yield average rating extremity scores that are equivalent to those of elicited constructs.

Subjects were instructed to rate each figure on each construct, that is, if the subject determined that a particular individual was best described by the first adjective of the pair, she was instructed to place a tick in the cell intersect for that person and adjective. If, on the other hand, she judged that person to be best described by the second adjective of the pair, she was instructed to leave the intersect cell blank. She was instructed to continue this rating until she had completed all three grids. Finally, she was instructed to complete a short questionnaire indicating the likelihood of her adopting each of the two prospective roles in the future.

The three grids, along with the instructions for their completion, and the final questionnaire, were compiled into a booklet (see again Appendix A). All subjects completed the present perspective grid first in order to avoid contamination from the other two perspectives. The order of presentation of the two remaining grids was systematically varied.

Each subject was then thanked for her time and cooperation.

Chapter III

RESULTS

The means for complexity scores across all three social role perspectives are presented in Table 1.

Table 1

Means for Complexity Scores Across Social Role Perspectives

	Present Perspective	Mother Perspective	Careerwoman Perspective
Complex	1174.000[a]	1602.436	1592.821
Simple	3939.667	5014.615	3919.128

[a] The number of subjects in each cell is 39.

A 2 x 3 (cognitive complexity x social role perspective) analysis of variance for repeated measures, summarized in Table 2 (Winer, 1971, pp. 518-526), indicated a significant main effect for levels of complexity; that is, consistent with hypothesis 1(a), cognitively complex subjects retained a significantly higher level of complexity across all three social role perspectives than did cognitively simple subjects.

Table 2

Summary of the Analysis of Variance Scores for Cognitive Complexity

Source of Variation	SS	df	MS	F
Complexity Level (A)	470,084,111.709	1	470,084,111.709	73.421**
Role Perspective (B)	23,659,911.154	2	11,829,955.577	8.225**
A X B	11,636,247.547	2	5,818,123.774	4.045*
Error	218,610,266.966	152	1,438,225.441	

*$p < .05$

**$p < .01$

There was also a significant effect for social roles. A series of three t tests, conducted between the present perspective, the mother perspective and the careerwoman perspective, established that the complexity scores from the present perspective were significantly higher than those from the mother perspective ($t_{(154)} = 3.272$, $p < .01$).

There was also a significant interaction. A Newman Keuls Test, summarized in Appendix B (Winer, 1971, pp. 191-195), indicated that, consistent with hypothesis 1(b), complexity scores for the mother perspective for cognitively simple subjects were significantly lower than all other complexity scores in the study. However, cognitively complex subjects showed significantly higher complexity

scores ($t_{(76)} = 1.917$, $p<.05$) from the present perspective--a finding which was contradictory to hypothesis 1(b).

Finally, consistent with hypothesis 1(c), the lowest conplexity scores of the study were found for cognitively simple subjects from the mother perspective ($t_{(76)} = 2.234$, $p<.01$), but, contrary to hypothesis 1(c), cognitively complex subjects showed the highest complexity scores of the study from the present perspective, rather than from the careerwoman perspective as had been predicted.

The means for assimilative projection scores of cognitively complex and cognitively simple subjects across social role perspectives are presented in Table 3.

Table 3

Means for Assimilative Projection Across Social Role Perspectives

	Present Perspective	Mother Perspective	Careerwoman Perspective
Complex	6.615[a]	6.579	6.810
Simple	7.795	8.295	7.673

[a]The number of subjects in each cell is 39.

A second 2 x 3 (assimilative projection x social role perspective) analysis of variance for repeated measures, summarized in Table 4, indicated a main effect for assimilative projection; that is, consistent with hypothesis 2(a), assimilative projection scores

for cognitively complex subjects remained significantly lower than those for cognitively simple subjects across all three social role perspectives.

Table 4

Summary of the Analysis of Variance for Assimilative Projection

Source of Variation	SS	df	MS	F
Assimilative Projection (A)	91.831	1	91.831	54.792**
Role Perspective (B)	2.425	2	1.213	2.012
A X B	7.245	2	3.623	6.008**
Error	91.598	152	.613	

**p<.01

The effect for social role perspective was not significant, thus indicating that varying social role perspectives alone did not significantly alter the overall assimilative projection scores. There was, however, a significant interaction. A Newman Keuls, summarized in Appendix B, indicated that while none of the three social role perspectives of cognitively complex subjects was significantly different from each other, the mother perspective for cognitively simple subjects differed significantly from both the

present perspective, and the careerwoman perspective. This finding of greater variability among assimilative projection scores for cognitively simple subjects supported hypothesis 2(b).

In addition, the finding that cognitively simple subjects showed the highest assimilative projection score from the mother perspective was supportive of hypothesis 2(c). However, cognitively complex subjects showed the highest assimilative projection scores from the careerwoman perspective--a finding which contradicted hypothesis 2(c). The differences for cognitively complex subjects, however, did not reach significance.

Finally, two t tests established that there was no significant difference in the choice made between the roles of careerwoman and mother for either cognitively complex ($t_{(56)} = .293$) or for cognitively simple ($t_{(56)} = 1.135$) subjects.

Chapter IV

DISCUSSION

The analysis of cognitive complexity by social role perspective indicated that changing social role perspectives significantly altered the degree to which the subject described people in terms of similarities or differences, that is, the complexity score. Direct support of hypothesis 1(a), which had predicted that the subject's basic tendency to construe in terms of similarities or differences--his complexity level--would be retained across all three social roles, was obtained. Hypothesis 1(b) which had predicted that cognitively simple subjects would be most complex from the extensive role--the careerwoman perspective--was supported, but this score did not differ significantly from that of the present perspective. Also, the predictions of hypothesis 1(c) that cognitively simple subjects were significantly less complex from the definitive role--the mother perspective--than from either of the other two perspectives, were supported by the data. This pattern of results suggested that cognitively simple subjects perceived little difference between their present role and that of a careerwoman; that is, they saw themselves as presently filling a role very similar to that of a careerwoman. The mother role, on the other hand, was extremely different from the present role, and this difference was reflected in terms of the complexity score from that perspective.

The complexity pattern for cognitively complex subjects varied markedly from that of cognitively simple subjects. Cognitively

complex subjects were significantly more complex from the present perspective than from either the mother perspective or the careerwoman perspective. This result failed to support hypothesis 1(b) which had predicted that the complexity score for cognitively complex subjects from the careerwoman perspective would be higher than from the other two perspectives. Between the roles of mother and careerwoman there was no significant difference--a finding which failed to support hypothesis 1(c) which had predicted that the complexity scores of cognitively complex subjects from the careerwoman role would be the highest of the study. This result indicated that cognitively complex subjects perceived little difference between the mother role and the careerwoman role, but both these roles were very different from the present role. This pattern of complexity appears to support the basic definition of cognitive complexity-simplicity; that is, cognitively complex subjects tend to construe in terms of differences--their present role was significantly different than the other two roles--while cognitively simple subjects tend to construe in terms of similarities--their present role was similar to the careerwoman role.

The analysis of assimilative projection by social role perspective indicated that assimilative projection scores for cognitively complex subjects supported hypothesis 2(b) which had predicted that these scores would remain significantly lower than those for cognitively simple subjects across all three social role perspectives. This finding indicated that the degree to which an individual construed others as similar to himself, while it may vary, even significantly, across

changing perspectives, still remained fixed. This finding supported hypothesis 2(a) which had predicted that none of the changes in perspective would cause the assimilative projection scores of cognitively simple subjects to fall as low as those of cognitively complex subjects.

Assimilative projection scores were also found to be more variable across social role perspectives for cognitively simple subjects than for cognitively complex subjects. This finding was consistent with the findings of Adams-Webber and Benjafield (1974), and Benjafield and Adams-Webber (1975), that assimilative projection scores were more variable for maldistributed subjects, that is, subjects who tend to construe in terms of similarities, than for balanced subjects, that is, subjects who tend to construe in terms of differences, across self-image perspectives. This increased variability in assimilative projection for cognitively simple subjects was explained by Radley (1974) as being a device employed by maldistributed subjects to reduce uncertainty of prediction. By construing the majority of others as similar to themselves, subjects may predict that, in a particular situation, an individual who is similar to themselves will do what they would do in this situation. This method greatly simplifies prediction. When the subject's perspective is changed, however, the system tends to break down somewhat because he is no longer certain as to what he would do himself, and therefore his constructions about others become more variable.

Hypothesis 2(c) had predicted that cognitively simple subjects would have the highest assimilative projection scores of the study

from the definitive role--the mother perspective--and that this score would differ significantly from those of the other two roles. The results, in fact, supported this hypothesis. The lowest assimilative projection score of the group was from the extensive role--the careerwoman perspective--but this score was not significantly different from that of the mother perspective. This finding indicated that if the subjects were to adopt the mother role, they would see themselves as becoming significantly more similar to the majority of people in the grid, while if they adopted the career-woman role they would see themselves as becoming slightly less similar to them.

The pattern of assimilative projection for cognitively complex subjects was directly opposite to that of cognitively simple subjects, although, here, none of the differences was significant. The highest assimilative projection scores, were from the extensive role--the careerwoman perspective--and the lowest from the definitive role--the mother perspective. These findings were contrary to hypothesis 2(c) which had predicted that the lowest assimilative projection scores would be from the careerwoman perspective. This indicated that if the subjects were to adopt this role, they would become slightly more similar to the people in the grid, while if they were to adopt the mother perspective, they would become slightly less similar to them. This, therefore, indicates that cognitively complex subjects perceived themselves as presently playing a role slightly more similar to the careerwoman role than to the mother role.

Finally, the t test between preference scores for the career-woman and mother roles indicated that neither complexity nor

assimilative projection was an effective predictor of the direction of choice an individual would prefer, that is, in favour of the extensive or definitive social role. This finding was contrary to hypothesis 3 which had predicted that cognitively simple subjects would tend to favour the mother role over the careerwoman role. The reason for this finding may be twofold. First, it may not be possible to assume that, for everyone, the definitive and extensive roles are the same, as, in this case, the mother and careerwoman roles respectively. As was shown previously, the complexity scores of cognitively complex subjects for the mother and careerwoman role, while significantly lower than those of the present perspective, were not significantly different from each other. This finding indicated that approximately the same amount of change would be required to take place in the subject's construct system if she were to adopt either one of them. Therefore, since the extensive role was defined as that role which would cause most change to the subject's construct system if she were to adopt it, and, conversely, the definitive role as that role which could be mainly subsumed under the definition developed for the present role, it was in this case, impossible to establish either of the two prespective roles as extensive or definitive.

Cognitively simple subjects presented a similar problem. For them, the careerwoman role did not differ significantly from the present perspective, indicating that, in fact, they may well consider their present role of student as very similar to, or synonymous with that of careerwoman. In this case, it was also

impossible to designate either role as definitive or extensive.

A second possible explanation for the poor predictive power for direction of choice concerned the possibility that subjects were not, in fact, making a choice. Several subjects indicated to the experimenter, either verbally or in written form, that they wanted to be a careerwoman but not put their jobs first. In other words, they saw no difficulty with integrating the two roles rather than choosing between them. This explanation was also supported by the data. Assimilative projection was formerly defined as the extent to which the subject sees himself as similar to the other persons on the grid. Cognitively complex subjects showed no significant differences across role perspectives in the degree to which they saw others as being similar to themselves. Therefore, the fact that others were approximately as similar under all three role perspectives, suggested that the majority of figures on the grids of cognitively complex subjects were perceived by the subject as integrating the two roles of mother and careerwoman.

Cognitively simple subjects again presented a similar problem. The assimilative projection scores from the mother perspective were significantly higher than those of the other two perspectives, indicating that if they adopted this role they saw themselves as becoming more similar to many of the figures on the grid. The differences between the careerwoman perspective and the present perspective did not, however, differ significantly, possibly indicating that they saw themselves as playing a role very similar to that of a careerwoman.

This study provided evidence that the degree to which cognitively simple subjects saw themselves as similar to others (assimilative projection) tended to vary across social role perspectives as well as across self-image perspectives as reported by Adams-Webber and Benjafield (1974), and Benjafield and Adams-Webber (1975). In order to explain this finding, Adams-Webber and Benjafield proposed that the cognitively simple subject is more "stimulus bound", that is, he is more easily influenced by external forces, such as changing perspectives, than is the cognitively complex subject. If this is, in fact, the case, the possibility arises that the cognitively simple subject is far more easily influenced by the reactions of others around her. This then would lead her to place greater emphasis upon other people's expectations of her. She may adopt roles mainly because other people expect her to, and she may change roles far more quickly and often than does the cognitively complex subject who is not quite so variable. This, then, indicates that a major part of her construct system is taken up with the reactions of other people to her. The amount of change that must take place in her system for her to adopt a particular role may, then, be of only secondary importance in determining which role she chooses. The determining factor, or preemptive construct, may center around other peoples' expectations of her. In the university environment, for example, there is a major stress upon a career. The cognitively simple person would therefore, at least externally, adopt the role of a career-oriented person. This is supported by the fact that both assimilative projection and cognitive complexity scores from

the present perspective of cognitively simple subjects are closest to the scores of the careerwoman perspective. The depth of the committment, however, would be difficult to assess. This explanation seems to suggest that if the cognitively simple subject were in a different environment, for example, married with children, she would just as quickly adopt the appropriate role for that situation as well.

Cognitively complex subjects on the other hand, are more stable in their role, that is, they do not adopt roles wholescale. This interpretation is supported by the complexity data. The most complex constructions are undertaken from their present role perspective, and the adoption of a stereotyped role is seen as a functioning at a less complex level. Everything is simplified.

A future study in this area should take into account two variables. The first is the expectations of the individuals surrounding the subject. If it were possible to change those expectations and then measure the changes that take place in the individual by means of a series of repertory grids administered at carefully chosen times throughout the period of adjustment, it may be possible to assess the degree to which the expectations of others affect the rate and magnitude of the other's change.

A second variable to be studied is that of description. If, as has been suggested previously, the cognitively simple subject places more importance upon the expectations of others, her descriptions of others should, of necessity, include more references to interactive situations between herself and the person being described. She

could, for example, make references to incidents such as being snubbed, treated kindly, or abused by the other individual, rather than describing him as snobbish, kind or mean. Crockett's (1965) method of measuring complexity--that of instructing the subject to write short descriptions of eight individuals known to her--could be used and content analyzed for interaction references of the kind described above.

The failure of cognitive complexity and assimilative projection to predict the direction of choice an individual will make strongly suggests that an important factor has been overlooked in the study. The preemption stage of the CPC Cycle, a stage which it was not possible to isolate and study separately with this method, may well be the more important factor in determining the direction of choice. This stage was previously described as being that point in the decision-making process at which the individual isolates the most important issue upon which he will base his decision. Because of its theoretical importance to the process of decision-making, a future study should be conducted to investigate the effects of this stage on the process. One possible method of so doing would be to cluster analyze the constructs of an elicited construct grid for each subject, according to the method developed by Smith and Leach (1972). Because these clusters are considered to contain a hierarchically organized sample of the subject's personal constructs, it is very likely that the preemptive construct will be contained within them. The major constructs obtained by this analysis could be included in the provided construct grid. The degree of change which takes place on these constructs may be used as a determinant of the extensive and

definitive roles, as well as a predictor in the direction of choice an individual will make.

The use of Repertory Grid Technique in studying the processes involved in personal decisions has raised some important theoretical questions, which have been discussed previously. Its sensitivity to changes in the way subjects construe other people has facilitated this preliminary study in an area that is normally extremely difficult to investigate. It is strongly recommended, therefore, that future studies continue to employ the repertory grid, as well as other methods such as Crockett's descriptive measure which was described earlier, to investigate further some of the issues that have been raised by this research.

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APPENDIX A
TEST BOOKLET
1

I would like you to follow carefully the instructions outlined on the following pages. Complete fully each section at a time, and neither turn to the next section before you have completed the last, nor refer back to previous ones completed. I would like to assure you that all data collected are kept confidential.

Sheila Clyne

Section 1:

Please complete one step at a time.

Step 1

Across the top of page 4 is a series of blanks numbered 1 through 12. At the bottom of the same page is a series of descriptions also numbered 1 through 12. Write in each blank the first name of a person who best fills the correspondingly numbered description. For example, if the name of your mother is 'Betty', write that name in the first blank at the top of the page.

Continue filling in the names of people you know personally who fit the description, until all 12 blanks are filled. If you cannot remember a name, but do remember the person, simply make a check mark or some other note of identification.

If you cannot remember the person, substitute the name of a person whom the description suggests to you.

Do not repeat names. If a title appears to call for a duplicate name, substitute the name of another person whom the second description suggests to you. Please indicate the sex of each person by circling either M (male) or F (female) in the blank.

If you have any questions or difficulties do not hesitate to ask the experimenter.

Step 2

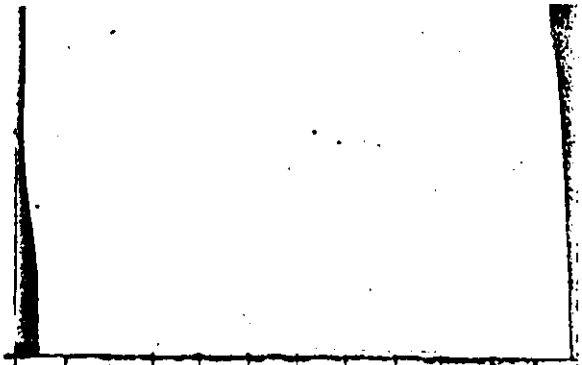
Consider only the first pair of adjectives--fair and unfair--in relation to the first person--mother. Would you consider your mother as best described by the first adjective--fair? If so, place a tick (✓) in the first cell of the first row immediately under her name.

If instead, she is best described by the second adjective--unfair--leave the first cell blank.

Now, consider the next person--your closest girlfriend. Is she best described by the first adjective--fair? If so, place a tick (✓) in the second cell of the first row immediately under her name. If instead she is best described by the second adjective, leave the second cell blank.

Now go on to the third figure--your boyfriend or husband. Continue to indicate by means of a tick (for the first adjective) or a blank (for the second adjective) which word best describes each person.

When you have described each figure according to the first pair of adjectives, go on to the second pair and continue to indicate which of the two adjectives best describes each figure in turn. Continue in this manner until you have completed all 12 rows.

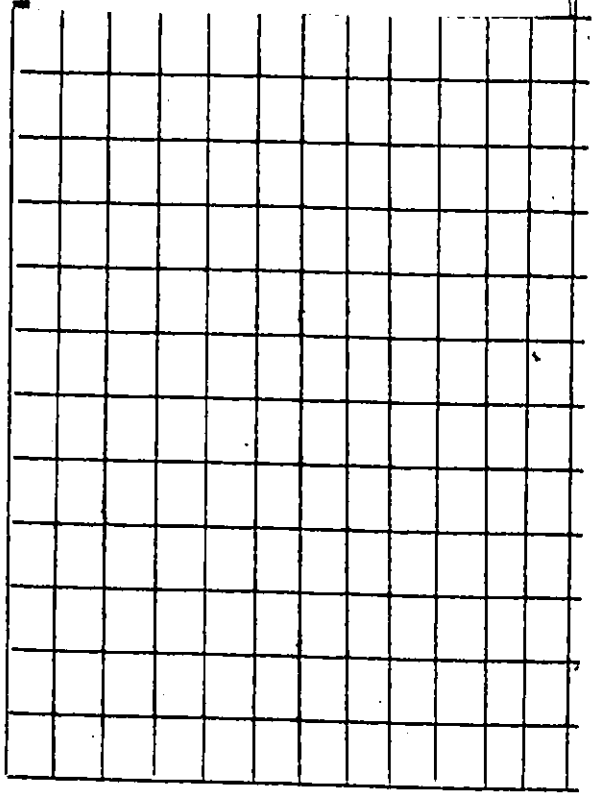


First Adjective	Second Adjective
Fair	Unfair
Soft	Hard
Excitable	Calm
Unpleasant	Pleasant
Bold	Timid
Lethargic	Energetic
Rugged	Delicate
Weak	Strong
True	False
Cruel	Kind
Active	Passive
Dull	Sharp

Descriptions

1. Your mother or the person who has played the part of a mother in your life.
2. Your closest girlfriend.
3. Your boyfriend or husband.
4. A person you find most difficult to understand.
5. A person with whom you are most uncomfortable.
6. A person you met recently and would like to get to know better.
7. A person with whom you are associated who for some reason does not like you.
8. A teacher you like or the teacher of a subject you like.
9. A teacher whose point of view you find most objectionable.
10. Your father or the person who has played the part of a father in your life.
11. A person of the same sex who was once your friend, but who has now disappointed you.
12. Yourself.

Do not repeat names!



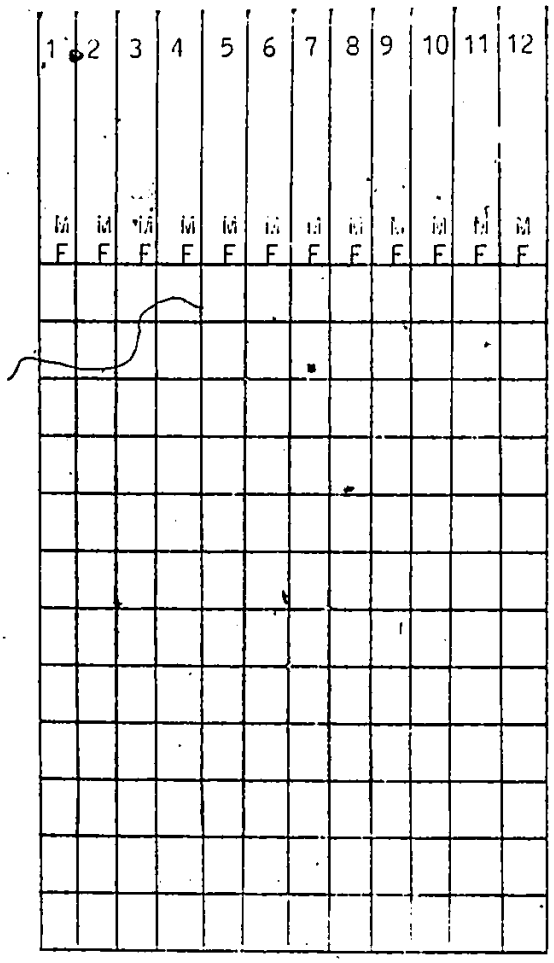
First Adjective	Second Adjective
Fair	Unfair
Soft	Hard
Excitable	Calm
Unpleasant	Pleasant
Bold	Timid
Lethargic	Energetic
Rugged	Delicate
Weak	Strong
True-	False
Cruel	Kind
Active	Passive
Dull	Sharp

Section 2

I would like you to try to imagine yourself from a different perspective. Instead of coming to university, you married. You now have children and a home to care for. Your husband has a good job, so you are comfortably off. Your main concern is your family.

Take a few minutes to consider how this change would affect your outlook. Would you describe the same 12 people in the same way?

Now consider the first figure--mother. From this new perspective, is she best described by the first adjective--fair? If so, place a tick (✓) in the first cell of the first row immediately below her name. If she is instead best described by the second adjective --unfair-- leave the cell blank. Continue in this fashion until you have completed all 12 rows.



First Adjective	Second Adjective
Fair	Unfair
Soft	Hard
Excitable	Calm
Unpleasant	Pleasant
Bold	Timid
Lethargic	Energetic
Rugged	Delicate
Weak	Strong
True	False
Cruel	Kind
Active	Passive
Dull	Sharp

Section 3

I would like you to again consider a different perspective. You have successfully graduated from university with an advanced degree, and are pursuing an extremely interesting but demanding career. You have decided that your career is of greater value than having a family. Your job is your main concern.

Take a few minutes to consider how this change would affect your outlook. Would you describe the same 12 people in the same way?

Now consider the first figure--mother. From this new perspective is she best described by the first adjective--fair? If so, place a tick (✓) in the first cell of the first row immediately below her name. If she is instead best described by the second adjective --unfair--leave the cell blank. Continue in this fashion until you have completed all 12 rows.

Section 4

Please supply the following information to the best of your ability.

1. Age _____

2. Marital Status _____

   a. If married, for how long _____

   b. Number of children _____

3. Which of the two roles previously described, that is, mother or careerwoman, is most similar to the role you eventually hope to fill? Please indicate the likelihood of your adopting each of the two roles by circling one number on each of the two scales below. Do not circle the same number on both scales.

Mother	Careerwoman
+3 Extremely likely	+3 Extremely likely
+2 Quite likely	+2 Quite likely
+1 Slightly likely	+1 Slightly likely
0 Equally likely as unlikely	0 Equally likely as unlikely
-1 Slightly unlikely	-1 Slightly unlikely
-2 Quite unlikely	-2 Quite unlikely
-3 Extremely unlikely	-3 Extremely unlikely

Thank you for your time and effort!

APPENDIX B

NEWMAN KEULS TESTS

Newman Keuls Test for Differences Between Social Role Perspectives for Cognitive Complexity and Simplicity

	Complex Perspective			Simple Perspective		
	Present	Careerwoman	Mother	Careerwoman	Present	Mother
Ranked $\bar{X}$	45,786	62,120	62,495	152,846	153,647	195,570
45,786	_____	16,334	16,709	107,060**	107,861**	149,784**
62,120		_____	375	90,726*	91,527**	133,390**
62,495			_____	90,351	91,152*	133,015**
152,846				_____	801	42,724*
153,647					_____	41,923*
195,570						_____

*$p < .05$
**$p < .01$

Newman Keuls Test for Difference Between Social Role Perspectives for Assimilative Projection

	Complex Perspective			Simple Perspective		
	Mother Present		Careerwoman	Careerwoman	Present Mother	
Ranked ΣX	256.583	257.999	256.584	299.253	304.001	323.502
256.583	_____	1.416	9.001	42.670**	47.418**	66.919**
251.999		_____	7.585	41.254*	46.002**	65.503**
265.584			_____	33.669	38.417*	57.918**
299.253				_____	4.748	24.249*
304.001					_____	19.501*
323.502						_____

*p < .05
**p < .01

APPENDIX C

PROCESSED DATA

	Cognitive Complexity			Assimilative Projection			Choice	
	Perspective			Perspective			Perspective	
S	Present	Mother	Careerwoman	Present	Mother	Careerwoman	Mother	Careerwoman
29	70	854	457	5.667	6.000	5.000	-2	+2
42	245	183	295	5.583	5.417	5.667	+3	+1
19	247	326	326	5.750	6.500	6.333	+3	+1
50	276	1,239	308	6.333	5.917	5.333	+3	+1
20	279	625	71	6.250	4.250	6.250	+2	+3
64	390	486	1,175	4.500	3.833	6.583	+3	+2
60	406	741	280	7.000	5.917	6.167	+2	+1
26	422	407	1,191	7.000	6.083	7.250	+2	+3
65	601	1,846	2,261	5.917	6.333	7.000	+1	+2
04	632	441	1,270	5.667	4.917	6.833	+2	-2
48	661	966	1,847	6.250	6.167	7.083	+2	+3
11	806	3,562	2,533	6.833	8.000	6.750	+1	+2
28	807	1,940	1,455	6.917	7.333	7.500	+3	+2
51	872	1,589	1,430	6.000	7.000	7.500	+2	+3
56	900	1,652	870	6.500	6.500	6.167	+3	+2
07	902	625	405	7.167	4.750	6.250	+2	+3
36	984	216	438	5.333	5.833	5.667	-2	+2
63	1,095	3,124	3,124	6.917	8.500	8.500	+3	+2
46	1,126	1,173	1,556	7.000	4.917	7.500	0	+3
49	1,144	566	532	6.833	6.833	6.500	+1	+3

	Cognitive Complexity			Assimilative Projection			Choice	
S	Present	Mother	Careerwoman	Present	Mother	Careerwoman	Mother	Careerwoman
13	1,334	292	213	7.000	5.333	5.917	+2	+3
62	1,366	1,525	1,636	6.583	6.000	6.667	+1	+3
30	1,382	1,172	1,150	7.333	7.833	7.417	+3	+2
35	1,400	1,655	2,708	7.333	7.083	7.333	+2	+3
25	1,526	2,550	2,516	6.500	5.167	5.083	+2	-2
72	1,556	1,989	3,750	7.000	7.417	7.667	+3	+2
77	1,603	616	836	7.250	6.833	7.000	-1	+3
67	1,605	2,150	981	7.417	7.833	7.250	+2	+3
54	1,637	3,655	2,647	8.083	8.417	7.667	+2	+1
44	1,765	1,587	964	6.583	6.417	6.833	+1	+3
57	1,817	1,416	2,021	6.917	7.000	7.917	+2	+1
31	1,862	3,061	3,431	6.167	7.750	6.750	0	+2
15	1,864	4,632	1,928	6.833	7.750	7.167	0	+3
18	1,930	966	1,894	7.167	7.167	6.500	+3	+1
06	1,933	963	1,426	6.583	6.667	6.333	+3	+2
37	2,010	3,287	1,336	7.083	7.583	6.167	+1	+2
23	2,020	4,435	6,063	6.500	8.417	8.583	+3	+2
45	2,053	2,008	1,944	6.917	7.333	7.167	+3	+2
70	2,198	1,975	2,852	7.333	7.583	8.333	+1	0
75	2,230	3,003	4,743	8.000	8.417	8.917	+3	+2
17	2,356	2,709	1,893	7.500	8.250	7.417	+2	+3
39	2,449	4,262	2,534	6.417	7.500	7.167	0	+3
02	2,470	2,773	2,469	6.667	7.417	7.417	+2	+1
43	2,597	10,352	4,180	7.417	10.167	8.250	+2	+3

	Cognitive Complexity			Assimilative Projection			Choice	
S	Present	Mother	Careerwoman	Present	Mother	Careerwoman	Mother	Careerwoman
41	2,646	2,360	1,717	6.333	8.000	7.750	+1	+2
66	2,264	647	1,879	7.833	6.083	5.917	+2	+3
68	2,771	3,589	3,157	8.583	8.917	8.583	+2	0
09	2,773	2,741	3,285	7.417	8.083	7.750	+2	+3
58	2,777	6,694	839	7.917	9.167	5.750	+2	+1
52	2,884	2,314	2,051	5.833	7.667	7.250	+2	+1
14	2,919	3,380	2,115	8.417	7.500	6.750	+3	+2
05	2,999	5,338	4,514	7.250	8.000	7.667	+3	+2
53	3,011	835	227	7.083	6.917	6.917	+3	+1
24	3,046	4,180	6,374	8.167	8.833	8.833	+3	+2
61	3,140	3,238	2,343	8.000	8.333	7.750	+3	+2
47	3,495	4,358	1,236	7.083	7.500	6.667	+2	+3
40	3,513	8,775	4,950	8.250	10.083	8.667	0	+2
10	3,701	5,269	1,736	7.583	6.000	6.000	+2	+3
03	3,718	7,140	7,366	7.500	8.167	8.500	+1	+3
08	3,797	2,339	119	7.417	7.417	5.417	-1	+3
55	3,849	7,494	2,200	7.417	8.667	7.333	+2	+1
16	3,876	2,165	1,419	8.167	7.750	7.583	+3	+2
34	3,976	4,773	6,789	7.833	8.250	8.417	0	+3
27	4,116	6,436	5,029	8.167	8.833	7.917	+2	+1
59	4,166	8,372	5,430	8.333	9.500	8.333	+3	-2
12	4,183	4,022	5,125	8.583	8.667	8.750	+1	+2
22	4,357	3,624	4,165	7.917	7.333	6.917	+3	0
71	4,389	1,955	631	8.583	6.917	7.000	-3	+3
21	4,583	8,420	3,560	6.917	9.333	7.667	-1	+2

	Cognitive Complexity			Assimilative Projection			Choice	
S	Present	Mother	Careerwoman	Present	Mother	Careerwoman	Mother	Careerwoman
76	4,964	7,047	4,964	8.667	9.083	8.417	+3	+2
73	5,060	8,596	5,060	6.667	8.417	8.083	+2	+3
74	5,509	1,030	2,820	7.917	6.917	4.000	+1	0
69	5,783	10,231	10,902	9.083	10.083	10.167	+2	+3
32	5,907	6,180	7,351	8.333	8.167	9.083	0	+2
38	6,054	6,932	4,919	7.833	8.167	7.833	+2	+3
33	6,279	6,933	7,121	8.917	9.250	9.417	-1	+3
01	7,075	6,469	6,469	8.417	7.917	7.917	+3	+2
78	7,555	8,595	9,093	9.583	9.083	9.083	+3	+2

VITA AUCTORIS

1948 -Born in Barrie, Ontario, to James M. and Elizabeth I. Clyne.

1953-1966 -Received education at St. Mary's Public School, Barrie, Ontario; Morrow Park, Toronto, Ontario; and Barrie District Central Collegiate, Barrie, Ontario.

1974 -Received Honours B. A. in Psychology from Brock University, St. Catharines, Ontario.

1974-1975 -Registered as a full-time graduate student at the University of Windsor, Windsor, Ontario.